Perceptions of RtI Skills Survey

1. **Your PS/RtI Project ID:**

   Your PS/RtI Project ID was designed to assure confidentiality while also providing a method to match an individual's responses across instruments. In the space provided (first row), please write in the last four digits of your Social Security Number and the last two digits of the year you were born. Then, shade in the corresponding circles.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

Directions: *Please read each statement about a skill related to assessment, instruction, and/or intervention below, and then evaluate <u>YOUR</u> skill level within the context of working at a school/building level. Where indicated, rate your skill separately for academics (i.e., reading and math) and behavior. Please use the following response scale*:

    ① = **I do not have this skill at all (NS)**
    ② = **I have minimal skills in this area; need substantial support to use it (MnS)**
    ③ = **I have this skill, but still need some support to use it (SS)**
    ④ = **I can use this skill with little support (HS)**
    ⑤ = **I am highly skilled in this area and could teach others this skill (VHS)**

The skill to:	NS	MnS	SS	HS	VHS
2. *Access* the data necessary to determine the percent of students in core instruction who are achieving benchmarks (district grade-level standards) in:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
3. Use data *to make decisions* about individuals and groups of students for the:					
a. Core academic curriculum	①	②	③	④	⑤
b. Core/Building discipline plan	①	②	③	④	⑤

The skill to:	NS	M nS	SS	HS	V HS

4. Perform each of the following steps when identifying the problem for a student for whom concerns have been raised:

   a. Define the referral concern in terms of a replacement behavior (i.e., what the student should be able to do) instead of a referral *problem* for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   b. Use data to define the current level of performance of the target student for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   c. Determine the desired level of performance (i.e., benchmark) for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   d. Determine the current level of peer performance for the same skill as the target student for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   e. Calculate the gap between student current performance and the benchmark (district grade level standard) for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

   f. Use gap data to determine whether core instruction should be adjusted or whether supplemental instruction should be directed to the target student for:

	NS	MnS	SS	HS	VHS
• Academics	①	②	③	④	⑤
• Behavior	①	②	③	④	⑤

5. Develop potential reasons (hypotheses) that a student or group of students is/are not achieving desired levels of performance (i.e., benchmarks) for:

	NS	MnS	SS	HS	VHS
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

6. Identify the most appropriate type(s) of data to use for determining reasons (hypotheses) that are likely to be contributing to the problem for:

	NS	MnS	SS	HS	VHS
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

The skill to:	NS	M nS	SS	HS	V HS
7. Identify the appropriate supplemental intervention available in my building for a student identified as at-risk for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
8. Access resources (e.g., internet sources, professional literature) to develop evidence-based interventions for:					
a. Academic core curricula	①	②	③	④	⑤
b. Behavioral core curricula	①	②	③	④	⑤
c. Academic supplemental curricula	①	②	③	④	⑤
d. Behavioral supplemental curricula	①	②	③	④	⑤
e. Academic individualized intervention plans	①	②	③	④	⑤
f. Behavioral individualized intervention plans	①	②	③	④	⑤
9. Ensure that any supplemental and/or intensive interventions are integrated with core instruction in the general education classroom:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
10. Ensure that the proposed intervention plan is supported by the data that were collected for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
11. Provide the support necessary to ensure that the intervention is implemented appropriately for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
12. Determine if an intervention was implemented as it was intended for:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤
13. Select appropriate data (e.g., Curriculum-Based Measurement, DIBELS, FCAT, behavioral observations) to use for progress monitoring of student performance during interventions:					
a. Academics	①	②	③	④	⑤
b. Behavior	①	②	③	④	⑤

The skill to:	NS	M nS	SS	HS	V HS
14. Construct graphs for large group, small group, and individual students:					
a. Graph target student data	①	②	③	④	⑤
b. Graph benchmark data	①	②	③	④	⑤
c. Graph peer data	①	②	③	④	⑤
d. Draw an aimline	①	②	③	④	⑤
e. Draw a trendline	①	②	③	④	⑤
15. Interpret graphed progress monitoring data to make decisions about the degree to which a student is responding to intervention (e.g., positive, questionable or poor response).	①	②	③	④	⑤
16. Make modifications to intervention plans based on student response to intervention.	①	②	③	④	⑤
17. Use appropriate data to differentiate between students who have not learned skills (e.g., did not have adequate exposure to effective instruction, not ready, got too far behind) from those who have barriers to learning due to a disability.	①	②	③	④	⑤
18. Collect the following types of data:					
a. Curriculum-Based Measurement	①	②	③	④	⑤
b. DIBELS	①	②	③	④	⑤
c. Access data from appropriate district- or school-wide assessments	①	②	③	④	⑤
d. Standard behavioral observations	①	②	③	④	⑤
19. Disaggregate data by race, gender, free/reduced lunch, language proficiency, and disability status	①	②	③	④	⑤
20. Use technology in the following ways:					
a. Access the internet to locate sources of academic and behavioral evidence-based interventions.	①	②	③	④	⑤
b. Use electronic data collection tools (e.g., PDAs)	①	②	③	④	⑤
c. Use the Progress Monitoring and Reporting Network (PMRN)	①	②	③	④	⑤
d. Use the School-Wide Information System (SWIS) for Positive Behavior Support	①	②	③	④	⑤
e. Graph and display student and school data	①	②	③	④	⑤
21. Facilitate a Problem Solving Team (Student Support Team, Intervention Assistance Team, School-Based Intervention Team, Child Study Team) meeting.	①	②	③	④	⑤

THANK YOU!